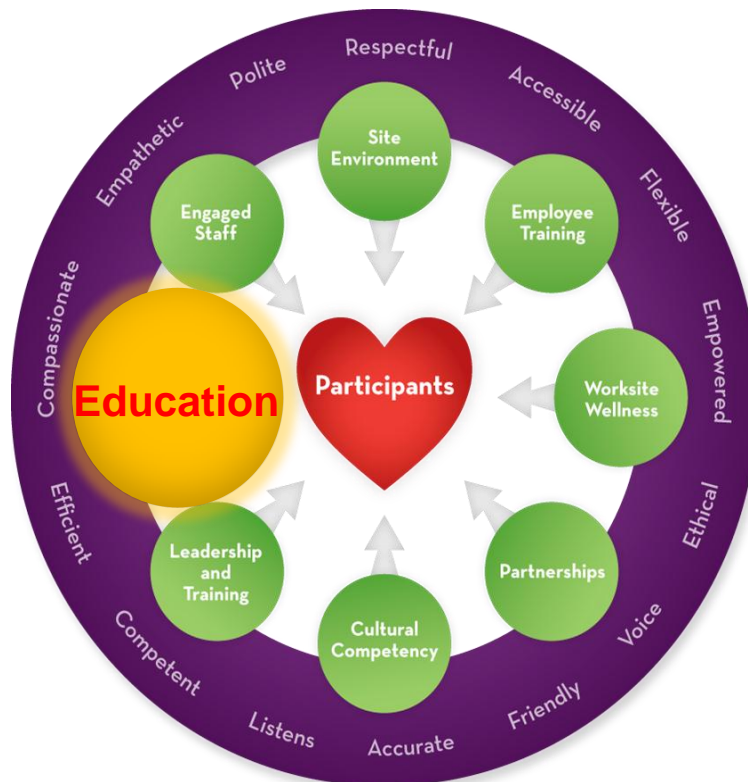


# Summarizing

## Participant Centered Education

### Facilitator's Guide



This module is one in a series focusing on Participant-Centered Education (PCE). PCE is a key component of California WIC's effort to offer *Platinum WIC – Participant Centered Services (PCS)*. The California WIC PCS approach puts the WIC family at the center of everything we do and focuses on the strengths of participants, employees and community.

PCE places the participant at the center of the education process. PCE focuses on the participant's capabilities, strengths, and their nutrition, health, and referral needs, not just problems, risks, or unhealthy behaviors. PCE includes working collaboratively, eliciting and supporting motivation to change, and respecting participants as the ones who decide if and when they will learn and/or make a change.

## SUMMARIZING

Summarizing is a PCE technique that lets participants review a conversation or an entire session, and helps them think about their next steps.

Summarizing is related to the PCE techniques of listening and reflection. Training on these topics will reinforce the learning from this module.

### Trainer's Notes

#### **Purpose:**

To introduce the concept of summarizing, and to practice summarizing three educator/participant conversations.

**Objectives:** By the end of the session, staff will have:

- Reviewed key components of summarizing
- Practiced summarizing techniques

#### **Materials:**

- "Summarizing" Trainee Workbooks

#### **Room Set Up:**

- Staff seated at tables or in small groups

### Additional Notes about Summarizing

Summarizing is restating the main ideas of a conversation in as few words as possible. It is a special form of reflective listening. Research shows that summarizing is one of the most effective teaching strategies in both group and individual education.

Summaries can be used throughout a conversation or in a group education session, and are particularly helpful at transition points when changing topics or activities. For example, summaries can be used during a conversation after talking about a particular topic or to wrap up the session when the appointment is close to the end.

Summarizing ensures clear communication and can provide a stepping stone toward change.

NOTE: Examples of summaries for each of the scenarios are included at the end of this module.

Summaries, like reflections, depend on the context of the conversation. There are many possible ways to summarize any conversation. It helps to ask the person whose conversation you are summarizing whether you "got it right" or "got it all". The way this person responds, with words and body language, will help let you know how well the summary worked.

### Summarizing

Summarizing is restating of the main ideas of a discussion in as few words as necessary.

Summarizing makes sure you understand the person speaking and can help them see their situation more clearly – an important step toward change.

Summaries can be used **during** a conversation after someone has finished speaking about a particular topic or experience and at the **end** of a conversation when the appointment is almost over. They can also be used in **group education**

### Structure of Summaries

1. Begin with a statement that shows you are summarizing. For example:
  - Let me see if I understand so far...
  - Here is what I've heard. Tell me if I've missed anything.
  - Let me see if I have all of this.
  - Our time is running out and I'd like to try to pull together what you've said so we can see where we are and where we are going.
2. If a person is unsure and goes back and forth between wanting to stay the same and wanting to change, include both sides in the summary. Use linking phrases such as:
  - On the one hand, it seems that.... While on the other hand, it sounds like...
  - At the same time...
  - And (rather than but or yet)
3. Be short and to the point.
4. End with an invitation using an open question. For example:
  - What else?
  - What other points are there to consider?

Summaries can pull together pieces of a session like a quilter making a quilt from many pieces of fabric.



## 1. What is Summarizing?

**Say:** *Summarizing is restating the main ideas of a conversation in as few words as possible. This PCE technique ensures clear communication between you and the participant, and can help them see their situation more clearly. This is an important step toward change.*

*Summaries can be used **during** a conversation after someone has finished speaking about a particular topic or experience, and at the **end** of a conversation when the appointment is almost over.*

*Summaries:*

- Review what has been said during a session.
- Show that you have been listening and clearly understood what the participant said.
- Invite the participant to add anything important that might be missing.

**Instruction: Activity 1** Turn to the first page of your workbook and find the section titled **Structure of Summaries**.

**Ask** Who would like to read #1 for us?

**Instruction:** Continue taking turns reading each of the four sections of the **Structure of Summaries**.

**Ask** What are your thoughts about this information?

**Say:** *Summaries can pull together pieces of a session like a quilter making a quilt from many pieces of fabric.*

### Diane's Scenario

A young prenatal woman stated that she is unsure about whether she would breastfeed her baby. She is concerned that breastfeeding will make her breasts sag.

**Counselor:** I understand that you're not happy about possibly having sagging breasts.

**Participant:** Yes. And my sister is breastfeeding her baby and she can't go anywhere or do anything. Her baby always has to be with her.

**Counselor:** You're concerned about how breastfeeding will change your breasts and you don't want to feel tied down like your sister.

**Participant:** I know breastfeeding is good for babies but I need to make up my own mind.

**Counselor:** Tell me more about why you think breast milk is good for babies.

**Participant:** Well, they don't get sick. They're healthier.

**Counselor:** Yes, that's true. Anything else?

**Participant:** Well, that's the main thing.

**Counselor:** That is important. We can talk about your concerns about sagging breasts and feeling tied down in a moment, but before we do that I have a pamphlet that tells more about how breastfeeding helps babies. Would you like to have it?

**Participant:** No! I have so many hand-outs, books, pamphlets. Everyone is trying to convince me to breastfeed. I just want some peace to make up my own mind.

### Robert's Scenario

A mother comes in with her 18 month old son who is at the 98<sup>th</sup> percentile for weight/length. Grandma is the primary caretaker while both parents work. The child still uses the bottle, drinking 5 bottles per day. Mom says he is a picky eater and she is worried that her son does not eat much at meal times.

**Counselor:** You're concerned that your son does not eat the healthy food you give him at meal times.

**Participant:** Yes. He hardly eats anything on his plate.

**Counselor:** He sounds picky. How do feel about he is growing and his weight?

**Participant:** I guess OK - He doesn't seem too skinny.

**Counselor:** Can I share with you some information about how your son's height and weight??

**Participant:** Sure.

**Counselor:** Let's look at this growth chart. Your son has a high weight for his length. This means that he may be at an unhealthy weight. What do you think about this?

**Participant:** Really - I didn't know his weight is not healthy.

**Counselor:** Sounds like you were surprised to hear this. What do you think might be going on?

**Participant:** I don't know why his weight might be high. He is so picky. His grandmother has a hard time feeding him. When he is stubborn, he only likes his bottle. So, she will give that to him with milk. Grandma wants to make sure he has enough to eat. She gives him cookies because that's all he wants. When he is with me, he will sometimes eat a meal.

### Jessica's Scenario

**Counselor:** Looking at your nutrition questionnaire, I see there are several things we could talk about today. We can discuss weight gain during your pregnancy, how you'll feed your baby, your heartburn, or exercise. Or...is there anything else that you'd like to talk about?

**Participant:** Could we talk about my weight? I feel like I'm getting to be a whale!

**Counselor:** So you're really concerned about gaining too much weight.

**Participant:** Yeah, I've seen so many women who balloon up when they are pregnant and then never seem to lose the weight afterward.

**Counselor:** You're afraid you might end up like them.

**Participant:** Yeah, everyone in my family has struggled with their weight and now my Dad has diabetes. That scares me.

**Counselor:** So staying fit and healthy is very important to you.

**Participant:** It really is!

**Counselor:** May I share with you what we generally recommend about weight gain for pregnant women?

**Participant:** Sure.

**Counselor:** Well, for women like you who are at a healthy weight before they get pregnant, we recommend gaining a few pounds in the first trimester and then about one pound per week after that. You're now 25 weeks and you've gained about 17 pounds. That actually is pretty good.

**Participant:** Really? But why so much? Won't it just make me fat?

## 2. Practice Summarizing: Activity 2

**Say** *We will use role play to practice summarizing during an interview with a participant. First, **choose** a partner to work with and then **decide** who will play the role of the educator and who will play the role of the participant.*

**Activity Instructions** *Each of you will **read your role** in a scenario. When you finish reading, take a few minutes to **work together** and think about how you might summarize this part of the conversation. Write down your thoughts, and prepare to share it with the group.*

*Please begin with **Diane's Scenario** in your workbook.*

### INSTRUCTIONS

**Allow** staff a few minutes to read through the scenario and to add their summaries.

**Ask** *Who would like to share their summary with the group?*

**Say** *Now, switch roles with your partner and read **Robert's Scenario**. Write a summary that can be added at the end of this part of the conversation.*

### INSTRUCTIONS

**Allow** staff a few minutes to read through the scenario and add their summaries.

**Ask** *Who would like to share their summary with the group?*

**Repeat** this process for Jessica's Scenario. (Switch roles, write a summary, share summaries with the group.)

### 3. OPTIONAL: All three scenarios at once: An alternative way to do Activity 2

**INSTRUCTIONS:** Have the staff choose a partner to work with. Have one-third of the pairs work on **Diane's Scenario**, one-third of the pairs work on **Robert's Scenario**, and one-third of the pairs work on **Jessica's Scenario**.

**Activity Instructions** *Each of you will read your role in one of these scenarios. When you finish reading, take a few minutes to work together to think about how you might summarize this part of the conversation. Write down your thoughts, and prepare to share them with the group.*

**Allow** staff a few minutes to read through the scenario and to add their summaries.

When everyone is ready to share with the large group, have one pair role play their scenario, and then add their summary. Allow the other pairs who worked on that same scenario to share their summaries with the large group.

**Repeat** for the other two scenarios. Allow each pair to share their practice summaries with the group.

### 4. SUMMARY

**INSTRUCTIONS:** **Summarize** your training session for your staff (OPTIONAL: invite the trainees to summarize the session.)

### **Sample Summary for Diane's Scenario:**

"So, just to summarize what we've talked about, you're concerned what breastfeeding might do to your breasts, and that it could make you feel tied down. Also, you've done a lot of reading and thinking about breastfeeding, and you know that breastfed infants are healthier than formula fed infants. Did I get that right?"

*Note: A good summary will probably acknowledge the concerns the participant mentioned AND the benefits she identified. When summarizing statements that show ambivalence, it helps to mention the doubts or negatives first, and then summarize the positives. This is a subtle way to give more emphasis on the "positive".*

### **Sample Summary for Robert's Scenario:**

Here is what I've heard so far: You're concerned about your son not eating his food. When he's with Grandma, he seems to want only bottles of milk and cookies, though he sometimes has a meal with you. Also, as far as his weight, you hadn't realized that it's a bit high and it could be unhealthy. Did I get it all?

### **Sample Summary for Jessica's Scenario:**

Let me see if I have all of this: You are concerned about possibly gaining too much weight, especially because of the diabetes in your family. We talked about how your weight gain so far is pretty good, and that to keep from gaining too much weight, you think you can pay attention to your diet and keep exercising. Is that all correct?